

Reading Toolkit: Grade 7 Objective 3.A.7.b

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Analyze the author's purposeful use of language

Objective b. Analyze language choices that create tone

Assessment Limits:

Specific words and phrases that create tone

Specific words and phrases that create tone

Tone in the text or a portion of the text

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Lesson Seeds

Reading Grade 7 Objective 3.A.7.b

Activities

The teacher will share with students a small portion of literary text where the tone has been identified and elements within the text that establish tone have been underlined. During discussion of the text, the teacher will emphasize that tone is the author's attitude toward his/her subject, the tone of the literary piece under discussion, and the words and phrases in the text that support that the identified tone is correct. Next, students will be given another portion of literary text where specific words and phrases that establish tone have been underlined. Through discussion students will identify the tone of the text. Following that, students will be given another short literary text where the tone has been identified. Now students will underline the words and phrases that support that tone and share their findings with the class. Ultimately, the teacher should provide the students with a short literary text where they will establish the tone and identify the words and phrases that create that tone.

The teacher will provide students with a short literary text that has an easily identifiable tone. After reading the text, the teacher will tell students the tone of the text. Small groups of students will be given a limited number of clip-style clothespins with the identified tone written on each clothespin. Students will be instructed to find words or punctuation in the text that support the identified tone and mark them with the clip-style clothespin. Each group will share the words and punctuation they thought supported the tone of the text and will justify its use.

Prior to reading a literary text, the teacher will inform students of the tone of the text. As students read, they should record words and phrases, details of character and setting, details that develop the theme etc...that support the stated tone of the text. After reading is complete, students will share their findings with a partner. In general class discussion, the teacher and students will discuss how each of these narrative elements contributes to the tone of the text and whether the tone is appropriate to the subject of the text. The tone of the text should be emphasized as a deliberate part of the author's craft. If students determine the tone is inappropriate, they and the teacher should discuss the reason for the inappropriateness of the tone. Does the tone create comedy? Does the tone draw attention to the situation of a certain character?

The teacher should place a single tone word on a piece of poster paper. Each paper should display a different tone word, and each paper should be placed in a different place within the classroom. Students should be placed in small groups, and each group should be given a folder containing a variety of short portions of literary works that have distinctive tones. The contents of the folders may vary among each of the groups. As members of the groups read the texts, they should determine the tone of each by citing words, phrases, and punctuation that establish tone. After decisions have been reached on the tone of each text, students should attach them to the poster paper which displays the word that describes the tone of that text. After all texts have been placed, the teacher and students should review each one to determine its correctness.

Clarification

Reading Grade 7 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate an **author's use of language**, specific words or phrases that contribute to the meaning of a text, or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

To identify and explain how dialogue contributes to a narrative, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

- | | |
|------------------------|--|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Denotation | literal, dictionary meaning of a word |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Multiple Meanings | words that have acquired additional meanings over a period of time |
| • Idiom | phrase whose meaning cannot be understood from the literal meaning of the words in it
Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal everyday talk Movies is an informal term for the more formal term cinema. |
| • Dialect | a form of language spoken in a particular place by a particular group of people |
| • Word/Phrase Patterns | patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc... |

To identify, explain, analyze, and evaluate words and phrases that create tone in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffing.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry, sad, etc...In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

- Simile
stated comparison of two things that have some quality in common using the words like or as
- Metaphor
stated comparison of two things that have some quality in common not using the words like or as
- Personification
stating that an inanimate object has lifelike characteristics
- Onomatopoeia
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

- Symbolism

using a person, place, object, or action that stands for something other than itself

- Irony

the contrast between what is expected will be said or done and what actually is said or done

- Allusion

a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.

Public Release #1 - Selected Response (SR) Item

Handout(s):

- Scrambled Eggs

Reading Grade 7 Objective 3.A.7.b

Read "Scrambled Eggs" and answer the following question. In paragraph 3 the innkeeper's words suggest that he is probably feeling

- A. annoyed
- B. determined
- C. justified
- D. outraged

Correct Answer:

C

Sample Item #1 Brief Constructed Response (BCR) Item with Annotated Student Responses

Question

Read the story 'Scrambled Eggs' and answer the following question.

Explain the tone created by the author's words and phrases in paragraphs 10-12. In your response, use details and examples from the story that support your explanation. Write your answer on your answer document.

Annotated Student Responses

The author uses a comical tone
of voice in these three paragraphs.
She shows that the lawyer and the
judge both think it ridiculous.

Annotation: The reader answers that "The author uses a comical tone of voice." While the question does not ask for a tone of voice, the "comical" tone is a valid response. The reader alludes to the comical tone by explaining "that the lawyer and the judge both think it ridiculous." To improve this response, the additional text support of scrambled eggs becoming chickens and planting cooked corn joined with a clarification that both are not realistic would address the comic tone.

The tone is sarcastic. The lawyer doesn't really think
that the cooked corn will grow or that the cooked and
scrambled eggs will grow into chickens. He was trying to
win the case for his client, which he did.

Annotation: The reader responds that "The tone is sarcastic." Next the reader states that the lawyer really does not "think that the cooked corn will grow" or "scrambled eggs will grow into chickens" and attempts to explain the sarcasm in these ideas by explaining that the lawyer was "trying to win the case for his client." To improve this response, the reader could make a connection between sarcasm, a way of making hurtful fun, and why these ideas are sarcastic.

In paragraphs 10-12 the tone was humorous. The farmer's lawyer said that he was late because he was boiling two bushels of corn and then planting them in his field. Then the judge asked him if he had lost his mind and the lawyer said "well, if scrambled eggs can turn into chicks, ~~then~~ then why not?" The ~~lawyer~~ farmer won the trial and the innkeeper had to pay them 50 kroner each.

Annotation: The reader identifies the tone as "humorous." What follows is a summary of the rest of the story. To improve the response the reader could use some of the text in the summary to support the humorous tone in those paragraphs. Boiling corn to plant, scrambled eggs turning into chickens, and the judge wanting to know if the lawyer had lost his mind could all serve as support for a humorous tone.

Handouts

Scrambled Eggs A Story from Denmark

By Martha Hamilton and Mitch Weiss

A farmer once set off to market to sell his cattle. The way was long and tiresome, and the roads were bad, so one night he stopped at an inn to get a good night's sleep. In the morning, he ate a hearty breakfast of scrambled eggs. As he was about to pay, he realized he might run short of money before he got to market. He asked the innkeeper to trust him to pay for the eggs the next time he passed through. The innkeeper readily agreed, and the farmer went on his way.

After selling his cattle, he headed home. Not remembering the few small coins he owed the innkeeper, he took a different route. A few years later, when he finally passed by the inn once again, he remembered his debt. He apologized to the innkeeper and asked what he owed for the eggs. The innkeeper handed him a large sheet of paper covered with numbers. He said, "This is your bill. According to my calculations, you owe me four thousand kroner¹." (That's approximately four thousand dollars in American money!)

³At first, the farmer thought it was a joke, but he soon realized the innkeeper was quite serious. "You ate ten eggs," said the innkeeper, "and if those had hatched, I would have had ten chickens. They, too, would have laid eggs, and so on. I have determined that, in the four years since you were here, I could have made four thousand kroner from those ten scrambled eggs."

The farmer protested, but it was no use. He was summoned to appear before the town judge the next day.

The farmer realized he would need a good, honest lawyer to defend him. He asked around town until he found one. The lawyer was outraged when he heard what the innkeeper had charged. He agreed to appear in court the next day to settle the matter.

All arrived in court the next afternoon at the appointed time—except the lawyer. Just as the judge was about to throw the farmer into jail, the lawyer rushed in.

The judge, who did not like to be kept waiting, asked sternly, "Are you this man's lawyer?"

⁸"Yes, I certainly am," replied the lawyer as he tried to catch his breath.

"Why are you late?" demanded the judge. "Do you think we have nothing better to do than wait for you?"

¹⁰"I'm very sorry, your honor," said the lawyer, still panting. "I lost track of time while I was boiling two bushels of corn and planting them in my field this morning."

¹¹There was a roar of laughter in the courtroom. The judge asked, "Sir, have you lost your mind? You don't actually think that cooked corn will grow, do you?"

¹²"Well, if scrambled eggs can turn into chicks, then why not?" The judge understood the lawyer's point. He was outraged by the innkeeper's greed and deception. The judge fined him one hundred kroner, fifty to go to the clever lawyer, and fifty to the farmer.

The farmer thanked the lawyer for his cleverness and happily returned home. After that, he loved to tell the story of how he had once received fifty kroner for eating a plate of scrambled eggs.

¹ Kroner is pronounced KRO-ner. This is the plural of krone, which is the Danish money unit, similar to an American dollar.

Rubric - Brief Constructed Response (BCR)

Score 3

The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Effectively uses text-relevant¹ information to clarify or extend understanding

Score 2

The response demonstrates a general understanding of the text.

- Partially addresses the demands of the question
- Uses text-relevant¹ information to show understanding

Score 1

The response demonstrates a minimal understanding of the text.

- Minimally addresses the demands of the question
- Uses minimal information to show some understanding of the text in relation to the question

Score 0

The response is completely incorrect, irrelevant to the question, or missing.²

Notes:

¹ Text-relevant: This information may or may not be an exact copy (quote) of the text but is clearly related to the text and often shows an analysis and/or interpretation of important ideas. Students may incorporate information to show connections to relevant prior experience as appropriate.

² An exact copy (quote) or paraphrase of the question that provides no new relevant information will receive a score of "0".

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